

Midland Elementary

3011 Nichols Hwy.

Galivants Ferry, South Carolina 29544

Grades K-5 Elementary School

Enrollment 369 Students

Principal Wiley R. Taylor 843-358-3036

Superintendent Gerrita Postlewait 843-488-6700

Board Chair Will Garland 843-358-8002

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	33	67	10	1

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Excellent	N/A
2003	Good	Average	Yes
2004	Excellent	Good	Yes
2005	Good	Unsatisfactory	Yes

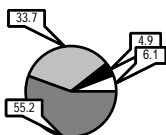
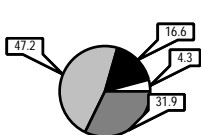
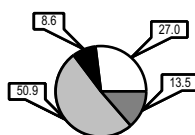
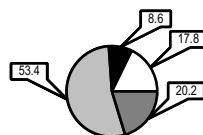
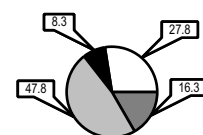
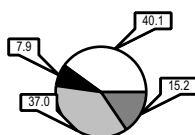
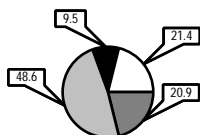
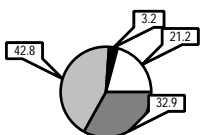
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	176	100.0	6.1	33.7	55.2	4.9	71.8	Yes	Yes
Gender									
Male	95	100.0	6.6	40.7	49.5	3.3	69.2		
Female	81	100.0	5.6	25.0	62.5	6.9	75.0		
Racial/Ethnic Group									
White	158	100.0	6.9	29.7	59.3	4.1	72.4	Yes	Yes
African American	17	100.0	0.0	64.7	23.5	11.8	64.7	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	150	100.0	5.1	31.9	57.2	5.8	73.9		
Disabled	26	100.0	12.0	44.0	44.0	0.0	60.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	176	100.0	6.1	33.7	55.2	4.9	71.8		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	175	100.0	6.2	33.3	55.6	4.9	71.6		
Socio-Economic Status									
Subsidized meals	120	100.0	7.2	37.8	50.5	4.5	67.6	Yes	Yes
Full-pay meals	56	100.0	3.8	25.0	65.4	5.8	80.8		

Mathematics – State Performance Objective = 36.7%									
All Students	176	100.0	4.3	47.2	31.9	16.6	72.4	Yes	Yes
Gender									
Male	95	100.0	5.5	46.2	29.7	18.7	73.6		
Female	81	100.0	2.8	48.6	34.7	13.9	70.8		
Racial/Ethnic Group									
White	158	100.0	3.4	44.8	34.5	17.2	74.5	Yes	Yes
African American	17	100.0	11.8	64.7	11.8	11.8	58.8	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	150	100.0	4.3	42.0	35.5	18.1	76.8		
Disabled	26	100.0	4.0	76.0	12.0	8.0	48.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	176	100.0	4.3	47.2	31.9	16.6	72.4		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	175	100.0	4.3	46.9	32.1	16.7	72.8		
Socio-Economic Status									
Subsidized meals	120	100.0	6.3	48.6	30.6	14.4	65.8	Yes	Yes
Full-pay meals	56	100.0	0.0	44.2	34.6	21.2	86.5		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	176	100.0	27.0	50.9	13.5	8.6	22.1
Gender							
Male	95	100.0	28.6	46.2	15.4	9.9	25.3
Female	81	100.0	25.0	56.9	11.1	6.9	18.1
Racial/Ethnic Group							
White	158	100.0	24.8	51.7	15.2	8.3	23.4
African American	17	100.0	41.2	47.1	0.0	11.8	11.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	150	100.0	24.6	51.4	14.5	9.4	23.9
Disabled	26	100.0	40.0	48.0	8.0	4.0	12.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	176	100.0	27.0	50.9	13.5	8.6	22.1
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	175	100.0	26.5	51.2	13.6	8.6	22.2
Socio-Economic Status							
Subsidized meals	120	100.0	34.2	48.6	9.0	8.1	17.1
Full-pay meals	56	100.0	11.5	55.8	23.1	9.6	32.7

Social Studies							
All Students	176	99.4	17.8	53.4	20.2	8.6	28.8
Gender							
Male	95	100.0	18.7	50.5	17.6	13.2	30.8
Female	81	98.8	16.7	56.9	23.6	2.8	26.4
Racial/Ethnic Group							
White	158	99.4	16.6	53.1	21.4	9.0	30.3
African American	17	100.0	29.4	52.9	11.8	5.9	17.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	150	99.3	15.2	52.9	23.2	8.7	31.9
Disabled	26	100.0	32.0	56.0	4.0	8.0	12.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	176	99.4	17.8	53.4	20.2	8.6	28.8
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	175	99.4	17.9	53.1	20.4	8.6	29.0
Socio-Economic Status							
Subsidized meals	120	99.2	21.6	55.9	17.1	5.4	22.5
Full-pay meals	56	100.0	9.6	48.1	26.9	15.4	42.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	46	100.0	6.8	6.8	56.8	29.5	86.4
	4	52	100.0	12.2	46.9	38.8	2.0	40.8
	5	62	98.4	18.6	49.2	32.2	N/A	32.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	60	100.0	0.0	10.2	81.4	8.5	89.8
	4	64	100.0	8.5	42.4	47.5	1.7	49.2
	5	52	100.0	11.1	53.3	31.1	4.4	35.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	46	100.0	2.3	38.6	43.2	15.9	59.1
	4	52	100.0	6.1	42.9	28.6	22.4	51.0
	5	62	98.4	11.9	44.1	27.1	16.9	44.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	60	100.0	5.1	55.9	33.9	5.1	39.0
	4	64	100.0	1.7	40.7	32.2	25.4	57.6
	5	52	100.0	6.7	44.4	28.9	20.0	48.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	60	100.0	15.3	66.1	13.6	5.1	18.6
	4	64	100.0	32.2	44.1	15.3	8.5	23.7
	5	52	100.0	35.6	40.0	11.1	13.3	24.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	60	100.0	5.1	64.4	23.7	6.8	30.5
	4	64	100.0	13.6	52.5	23.7	10.2	33.9
	5	52	98.1	40.0	40.0	11.1	8.9	20.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 369)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	0.8%	Down from 1.3%	3.7%	3.0%
Attendance rate	96.3%	Up from 96.0%	96.2%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.8%	Down from 8.2%	4.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.8%	Down from 6.3%	3.4%	3.2%
Eligible for gifted and talented	21.5%	Down from 21.6%	11.2%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.4%	Down from 6.1%	8.9%	8.2%
Older than usual for grade	0.8%	Up from 0.6%	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 27)				
Teachers with advanced degrees	44.4%	Down from 45.8%	51.9%	52.6%
Continuing contract teachers	96.3%	Up from 83.3%	85.0%	83.3%
Highly qualified teachers	92.0%	Down from 100.0%	94.4%	93.5%
Teachers with emergency or provisional certificates	4.0%	Down from 4.8%	0.0%	0.0%
Teachers returning from previous year	87.6%	Down from 92.2%	87.3%	87.0%
Teacher attendance rate	94.4%	Up from 93.2%	94.9%	95.0%
Average teacher salary	\$41,423	Up 5.3%	\$41,404	\$41,703
Prof. development days/teacher	17.5 days	Up from 16.4 days	13.1 days	12.8 days
School				
Principal's years at school	10.0	Up from 9.0	3.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Down from 20.6 to 1	18.4 to 1	18.8 to 1
Prime instructional time	90.3%	Up from 88.7%	89.4%	89.8%
Dollars spent per pupil*	\$6,924	Down 9.2%	\$6,031	\$6,242
Percent of expenditures for teacher salaries*	61.0%	Up from 60.9%	64.7%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.7%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	Down from Good	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	76.8%		89.4%	
Highly qualified teachers in high poverty schools	90.1%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2004-2005 school year at Midland Elementary again has had many accomplishments... the most prominent ones being earning the Palmetto Gold Award on the State Report Card and the Closing the Gap Award from the Educational Oversight Committee.

Some of the other goals met or exceeded were having 100% of parents participating in personalized learning plan conferences and signing compacts. 100% of our kindergarten students were reading at a goal level of "3" or above as measured by the Diagnostic Reading Awareness (DRA). 1st and 2nd grade students met or exceeded their end of the year assessments in reading and math.

Family/school programs and other school services continued to offer parenting workshops, family reading nights, daycare and home visitations, book giveaways, community presentations, charity involvement and more. The school offered additional academic help for "at risk" and highly advanced students by offering after-school tutorials, "team time" during the day, mid-day tutors, pre-algebra, and other programs.

Students participated in chorus, DARE, gifted/talented, Lt. Governor's Writing Contest, National Spelling Bee competition and more programs and/or events.

The school PTO raised funds for P.E. equipment, school beautification, academic programs, fine arts, and other improvements.

Staff development for teachers concentrated on understanding students in poverty, and reading comprehension. Staff members continued adding to their own professional growth - several earned advanced degrees.

Our school continues to grow in numbers with near capacity enrollment expected next year.

Wiley R. Taylor - Principal
Diane Bagnal - SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	25	42	24
Percent satisfied with learning environment	100.0%	92.7%	91.7%
Percent satisfied with social and physical environment	100.0%	81.0%	95.8%
Percent satisfied with school-home relations	95.8%	85.7%	87.5%

*Only students at the highest elementary school grade level at this school and their parents were included.